LANGUAGE DEVELOPMENT AND ACQUISITION ACADEMY

Table of Contents
Revised 06-24-02

Academy Introduction

Using the **Language Development and Acquisition Academy** transparency **(T1)**, review the modules with the paraeducators before beginning the academy.

This academy provides an introduction to first and second language development, and consists of introductory material regarding first language development, language features, informal assessment, etc.

Language Development and Acquisition Academy

The PARA Center

Module A: Language Development

- *Recognize the process of primary language development.*

- *Identify the principles, key concepts, and components of language.*

Module B: Second Language Acquisition

- *Identify key second language acquisition theories.*

- *Identify the stages of second language acquisition.*

- *Describe the factors that influence second language acquisition in schools.*

- *Recognize practical applications for basic interpersonal communication skills and cognitive academic language proficiency skills theories.*

Module C: Bilingual and English as a Second Language Instructional Settings

- *Recognize instructional methods used in bilingual education classrooms.*

- *Recognize and demonstrate a variety of ways to assess learning and progress in language acquisition and development.*

Module A: Language Development

Language Development and Acquisition Academy
Module A: Language Development

A. Energizer

Introduce yourself to the class and share something about yourself and your current position. Have the participants introduce themselves to the class, sharing something about themselves and their current positions.

Note to Instructor: A different ice breaker activity that focuses on verbal communication, the focus of this academy, may be used.

B. Module Goals

Using the **Module A: Language Development** handout and transparency **(H1/T1)**, review the goals of the module.
1. Recognize the process of primary language development.
2. Identify the principles, key concepts, and components of language.

Goal 1: Recognize the process of primary language development.

Note to Instructor: Material for this goal was adapted from Learning in Two Worlds: An Integrated Spanish/English Biliteracy Approach, by B. Perez and M. Torres-Guzman (1992).

1.1 Activity: Learning to Speak

Paraeducators will participate in an activity that provides an opportunity to begin thinking about the characteristics of language.

1.1.1 Steps

- Have the participants break into small groups.
- Ask the participants to think back on and discuss how they, or a child they have personal experience with, learned their own language(s), and how to speak.
- Instruct the groups to discuss what comes to mind when they think about language and generate a list of words or phrases that describe language, recording the lists on chart paper.
- When finished, have the groups display their lists in a prominent place in the room.
- As a class, review the lists and ask the participants to consider the diversity and complexity involved in language. Point out that learning a second language is much like learning a first language, and that children are constantly constructing meaning as they interact with people and the world around them.

1.2 Activity: Find Your Partner

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the stages of language development.

Note to Instructor: Prior to class, you will need to prepare the following, using the information provided in the steps for this activity:

- Index cards with the stages of language development on them.
- Index cards with the provided examples of the stages of language development on them.

1.2.1 Steps

- Distribute one index card to each participant randomly.
- Instruct the participants to find the person holding the index card that matches his or hers.
- When finished, present the **Find Your Partner** transparency **(T2)** and review the correct matches with the class.
    - ➥ *0 - 7 months* : Ba, ba, ba, ta, ta, ta, da, da.
    - ➥ *7 - 12 months* : Mine/mio, water/agua, or milk/leche used for all liquids.
    - ➥ *12 - 18 months* : "Dame papa," literal translation is, "Give me potato;" intended meaning is, "Give me food." "Carro azul" for blue car. "Daddy up" means, "Please pick me up, Daddy."
    - ➥ *18 - 21 months* : "Yo lo poni" for "yo lo puse," meaning, "I put it." "Ande/fui a tienda" for "I went to the store."
    - ➥ *21 - 24 months* : "Get your pencil and bring it here." "The dog is brown." "Twinkle, twinkle, little star..."
    - ➥ *25+ months* : Directional scribbling; drawing with scribbling; writing letters, names, and words; and pretending to write.

1.3 Lecture: Language Development

Learning to understand what others are saying and doing starts before a baby is born and continues throughout life. In the beginning, babies pick up on emotions (love, concern, anxiety, anger, etc.). By 4 months, children recognize their own name, and by 8 to 12 months, they understand simple requests such as "no" or "don't touch." Around 27 months, children are able to follow two-step commands, such as, "Go in the classroom and sit down." By 3 years, children have a vocabulary of several hundred words, and a pretty good sense of the more complicated aspects of everyday life, such as food shopping and telling time.

Distribute and review the **Language Development** handout **(H2)**.

- Newborn to 1 Month
    - ➥ Every waking moment, infants are taking in new information about the world they find themselves in, using their senses to figure out what's happening around them.
    - ➥ Infants don't have the information available to them that adults and older children do to make sense of what they are taking in. Infants are just beginning to build that store of information.
    - ➥ Infants are emotionally attuned to the people around them for

survival, and can understand how people feel and what they're thinking by tone of voice, set of mouth, pace of breathing, feel of skin, and the glint in a person's eye.

- 4 to 7 Months
  - ➡ Infants know their name, understand when they are called, and respond by turning toward the person calling them.
  - ➡ Infants are more attuned to tone of voice. When a voice sounds friendly, the infant will react joyfully and, if spoken to sharply, the infant may cry.
  - ➡ Infants are beginning to tell the difference between strange and familiar faces, and may cry when put in the arms of someone unfamiliar.
- 8 to 12 Months
  - ➡ Since birth, the infant has been immersed in oral language, listening to the language and allowing the brain to figure out the rules involved in speech.
  - ➡ Listening allows the infant to build a foundation for language. The emerging language will depend on the quality of that foundation.
  - ➡ The infant is beginning to understand simple requests. When told, "no" for trying to touch an electrical outlet for example, the infant will pause and look at the speaker's face and may even shake his head "no" in return.
- 12 to 18 Months
  - ➡ By 18 months, children should be able to understand and use at least 50 words.
  - ➡ Children are able to follow directions, even if they involve two separate actions, "Pick up those building blocks and put them in the toy chest."
- 19 to 23 Months
  - ➡ Children are beginning to understand simple concepts, such as, space and dimension.
  - ➡ Children should be able to put together basic puzzles.
  - ➡ Children know the difference between a triangle and a square, and can place each shape in its appropriate spot in a shape-sorter when asked.
- 24 to 36 Months
  - ➡ Children have a pretty good understanding of language.
  - ➡ Development experts say most two-year-olds understand at least 150 words and add ten new words to their vocabulary

nearly every day.

- ➥ Since language acquisition has become practically second nature, children can now attend to more complicated concepts that involve emotions.
- ➥ During this time frame, children build a strong foundation for speaking, and begin to produce language.
- ➥ Adults continue to provide language and children are reinforced for language production.
- What Comes Next...
  - ➥ Children continue to develop independence in producing and understanding language.
  - ➥ The number of words a child can understand and say will continue to grow rapidly. By the age of six, most children have a vocabulary of nearly 13,000 words.
  - ➥ In the next few years, children will begin to comprehend ever more complex ideas and situations, such as, basic math and determining right from wrong.
  - ➥ Communication grows to increasingly sophisticated levels, and the range of the child's language continues to widen.

1.4 Lecture: Stages of First Language Development

Distribute and review the **Stages of First Language Development** handout **(H3)**.

- 0 - 1 month
  - ➥ Differentiated cry.
  - ➥ Social smile.
  - ➥ Shows positive responses to adults talking to him/her.
- 1 - 4 months
  - ➥ Participates in vocal play.
  - ➥ Laughs.
  - ➥ Blends vowel sounds together.
  - ➥ Makes sounds with objects in mouth.
  - ➥ Experiments with sounds.
  - ➥ Establishes turn-taking games.
  - ➥ Anticipates events with situational cues.
- 4 - 8 months
  - ➥ Differentiates sound of toys/people.
  - ➥ Increased variety of sounds (both vowels and consonants).
  - ➥ Looks or acts to start or repeat a game.

- ➥ Recognizes familiar people and routines.
- ➥ Babbles.
- ▪ 8 - 12 months
  - ➥ Differentiated sounds for wants.
  - ➥ Uses simple jargon.
  - ➥ Single words (mama and dada).
  - ➥ Babbles.
  - ➥ Initiates familiar games with a variety of signals.
  - ➥ Recognizes words with situational cues.
  - ➥ Uses a "gimme reach."
- ▪ 12 - 18 months
  - ➥ Increased single word vocabulary.
  - ➥ Names familiar objects.
  - ➥ Imitates novel sounds/words.
  - ➥ Uses objects in social exchanges.
- ▪ 18 - 24 months
  - ➥ Two-word sentences (nouns, verbs).
  - ➥ Uses elaborate jargon.
  - ➥ Speech-to-speech responses.
  - ➥ Rapid vocabulary increases.
  - ➥ Refers to absent objects.
- ▪ 2 - 7 years
  - ➥ Average vocabulary:
    - ⇉ 3-year-olds = 900
    - ⇉ 4-year-olds = 1500
    - ⇉ 5-year-olds = 2200
  - ➥ Typical sentence length:
    - ⇉ 3-year-olds = 3-4 words
    - ⇉ 4-year-olds = 5-6 words
    - ⇉ 5-year-olds = 6+ words
  - ➥ Pronunciation:
    - ⇉ 3-year-olds mispronounces 40% of speech.
    - ⇉ 4-year-olds mispronounce 20% of speech sounds.
    - ⇉ 5-year-olds mispronounce 10% of speech sounds.
  - ➥ First words are nouns, then verbs.
  - ➥ Most articulation problems are eliminated by seven years of age.
  - ➥ Develops repetition.
  - ➥ Monologues form. Uses lengthy utterances while talking to self.

- Collective monograph develops. Simultaneous talk between two children with no interaction.
- Associates actions with others. Child talks to self, but is aware someone is listening.
- Quarreling, expresses a need to be understood.
- Primitive arguments. Disagrees and gives differing point of view.
- Collaboration of abstract thought. Discusses a topic not shared in an activity.
- Genuine argument. The child uses the word "because."
  - 7 - 11 years
    - Exchanges thoughts with the people around him or her.
    - Makes subjective value judgments.
    - Questions to obtain information.
    - Attempts to influence the actions of others.
    - Will learn to use 5,000 new words.
    - Will read 50,000 words.
    - Increased ability to use compound and complex sentences.
  - 11+ years
    - Continued vocabulary acquisition and ability to express complex ideas and explanations in a logical sequential manner.

1.5 Discussion: Further Understanding the Stages of Language Development

Engage the participants in a discussion regarding each of the stages of language development, soliciting additional examples of each stage from the class.

Goal 2: Identify the principles, key concepts, and components of language.

2.1 Lecture: Key Concepts of Language

Breaking language down into its components facilitates a better understanding of how it works and provides us some of the vocabulary necessary for discussing language acquisition.

Present and review the **Key Concepts of Language** transparency **(T3)**.

- Phonology
  - The sounds of a language.
  - Includes intonation, pitch, and jointure.
    - For example, *p* and *b* are sometimes heard identical to a listener.
  - There are phonological variations among most major language groups.
    - For example, among Spanish speakers, some Puerto Rican students are likely to pronounce the *r* at the end of a word as /l/, as seen in *amol* for *amor* (love) and *comel* for *comer* (to eat).
- Morphology
  - Refers to word formation.
  - Morphemes are meaningful units that can stand alone, but often appear in combination with other morphemes.
  - Explains the systems which underlie the building of words.
    - For example, the word "girl" has one morpheme, which carries the meaning "young female human," while "girls" has a second morpheme, the "s," which indicates the concept of plurality.
  - English morphemes acquired early:
    - -ing: verb ending
    - -/s/: plural
  - English morphemes acquired late:
    - -/s/: possessive
    - -/s/:third person singular
- Syntax
  - Refers to the ordering of words to construct meaningful phrases or sentences.

➡ A change in this order can sometimes create a change in meaning.

■ Semantics

➡ The subsystem in which the meaning of a word or words is described and analyzed.

⇒ For example:

◗ To the British, *lift* means an elevator, to Americans it can mean an offer of a ride, or to raise/pick something up (usually but not always to pick up and hold above the height of one's shoulder).

◗ In Mexico, *camion* means bus and, in Cuba, the word for bus is *wawa*.

■ Graphonics

➡ Refers to the sounds of words.

2.2 Activity: Sorting and Classifying

Paraeducators will participate in an activity that provides an opportunity to evaluate their understanding of the principles and components of language.

2.2.1 Steps

■ Explain to the participants the difference between principles and components.

➡ Principles refer to what language is.

➡ Components refer to the actual uses of language.

■ Have the participants break into small groups.

■ Distribute the **Principles and Components of Language** handout **(H4)**.

■ Instruct the groups to review and discuss the items on the handout and decide if the items are principles or components, indicating their answers by circling either *P*, for principle, or *C*, for component.

■ When finished, review the correct responses with the groups.

➡ Principles:

⇒ Language is functional.

⇒ Language varies.

⇒ Language learning is cultural learning.

⇒ Language acquisition is a long-term process.

⇒ Language acquisition occurs through meaningful use

and interaction.
- ⇄ Language processes develop interdependently.
- ↪ Components:
  - ⇄ Ability to receive information.
  - ⇄ Ability to comprehend the meaning of information received.
  - ⇄ Ability to recall information.
  - ⇄ Ability to apply new information to previously acquired information (e.g., foreign language acquisition).
  - ⇄ Ability to adapt understanding to new situations.
  - ⇄ Ability to express and make known thoughts, feelings, etc. to a communication partner.
- ▪ Have the groups discuss their understanding of the principles and components of language.

2.3 Lecture: Factors that Affect Language

Language is influenced by various environmental and neurological factors. Review the following points with the participants:

- ▪ Language develops as the brain develops and is able to take in and store sensory input from an infant's immediate environment.
- ▪ Sensory input includes, but is not limited to, seeing, feeling through the skin, smelling, tasting, and hearing.
  - ↪ Emphasize that many times, if a child has a disability, one or more of these senses is impaired, which may retard language development.
  - ↪ Addresses why many children from neglectful environments have difficulty with language. A lack of physical contact or harmful physical contact may interfere with appropriate language development.
- ▪ Children are bombarded with all forms of sensation and the central nervous system's job is to separate that which is meaningful from that which is "noise," organize information, catalogue and store information, and make information available for recall when it is needed.
- ▪ Language develops constantly through a child's meaningful interactions with people and objects.

2.4 Lecture: Language Learning vs. Language Acquisition

In order to understand how children develop fluency in a second language, it is first necessary to differentiate between *language acquisition* and *language learning*. The distinction is important because acquiring a language is quite different from formally learning a language in a foreign language classroom.

Present and review the **Language Learning vs. Language Acquisition** transparency **(T4)**.

- Language Acquisition
  - A subconscious process in as much as children are not aware that they are acquiring a language and cannot describe the rules for its usage.
  - There is an awareness of a "feel" for the language and it is understood that language is used for communicating.
- Language Learning
  - Requires a formal knowledge of explicit rules.

2.5 Activity: Key Terminology

Paraeducators will participate in an activity that provides an opportunity to rehearse and master new information.

2.5.1 Steps
- Have the participants break into pairs.
- Distribute the **Key Terminology** handout **(H5)**.
- Instruct the participants to create parent and paraeducator friendly definitions of the items on the handout.
- When finished, have the pairs share their definitions with the class, clarifying where needed.

Module A Handouts

Module A: Language Development

1.   Recognize the process of primary language development.

2.   Identify the principles, key concepts, and components of language.

Language Development

- Newborn to 1 Month
  - Every waking moment, infants are taking in new information about the world they find themselves in, using their senses to figure out what's happening around them.
  - Infants don't have the information available to them that adults and older children do to make sense of what they are taking in. Infants are just beginning to build that store of information.
  - Infants are emotionally attuned to the people around them for survival, and can understand how people feel and what they're thinking by tone of voice, set of mouth, pace of breathing, feel of skin, and the glint in a person's eye.

- 4 to 7 Months
  - Infants know their name, understand when they are called, and respond by turning toward the person calling them.
  - Infants are more attuned to tone of voice. When a voice sounds friendly, the infant will react joyfully and, if spoken to sharply, the infant may cry.
  - Infants are beginning to tell the difference between strangers and familiar faces, and may cry when put in the arms of someone unfamiliar.

- 8 to 12 Months
  - Since birth, the infant has been immersed in oral language, listening to the language and allowing the brain to figure out the rules involved in speech.
  - Listening allows the infant to build a foundation for language. The emerging language will depend on the quality of that foundation.
  - The infant is beginning to understand simple requests. When told, "no" for trying to touch an electrical outlet for example, the infant will pause and look at the speaker's face and may even shake his head "no" in return.

- 12 to 18 Months
  - By 18 months, children should be able to understand and use at least 50 words.
  - Children are able to follow directions, even if they involve two separate actions, "Pick up those building blocks and put them in the toy chest."

Language Development
(continued)

- 19 to 23 Months
  - ➥ Children are beginning to understand simple concepts, such as, space and dimension.
  - ➥ Children should be able to put together basic puzzles.
  - ➥ Children know the difference between a triangle and a square, and can place each shape in its appropriate spot in a shape-sorter when asked.

- 24 to 36 Months
  - ➥ Children have a pretty good understanding of language.
  - ➥ Development experts say most two-year-olds understand at least 150 words and add ten new words to their vocabulary nearly every day.
  - ➥ Since language acquisition has become practically second nature, children can now attend to more complicated concepts that involve emotions.
  - ➥ During this time frame, children build a strong foundation for speaking, and begin to produce language.
  - ➥ Adults continue to provide language and children are reinforced for language production.

- What Comes Next...
  - ➥ Children continue to develop independence in producing and understanding language.
  - ➥ The number of words a child can understand and say will continue to grow rapidly. By the age of six, most children have a vocabulary of nearly 13,000 words.
  - ➥ In the next few years, children will begin to comprehend ever more complex ideas and situations, such as, basic math and determining right from wrong.
  - ➥ Communication grows to increasingly sophisticated levels, and the range of the child's language continues to widen.

Stages of First Language Development

- **0 - 1 month**
  - ➥ Differentiated cry.
  - ➥ Social smile.
  - ➥ Shows positive responses to adults talking to him or her.

- **1 - 4 months**
  - ➥ Participates in vocal play.
  - ➥ Laughs.
  - ➥ Blends vowel sounds together.
  - ➥ Makes sounds with objects in mouth.
  - ➥ Experiments with sounds.
  - ➥ Establishes turn-taking games.
  - ➥ Anticipates events with situational cues.

- **4 - 8 months**
  - ➥ Differentiates sounds of toys and people.
  - ➥ Increased variety of sounds (both vowels and consonants).
  - ➥ Looks or acts to start or repeat a game.
  - ➥ Recognizes familiar people and routines.
  - ➥ Babbles.

- **8 - 12 months**
  - ➥ Differentiated sounds for wants.
  - ➥ Uses simple jargon.
  - ➥ Single words (mama and dada).
  - ➥ Babbles.
  - ➥ Initiates familiar games with a variety of signals.
  - ➥ Recognizes words with situational cues.
  - ➥ Uses a "gimme reach."

- **12 - 18 months**
  - ➥ Increased single word vocabulary.
  - ➥ Names familiar objects.
  - ➥ Imitates novel sounds/words.
  - ➥ Uses objects in social exchanges.

Stages of First Language Development
(continued)

- 18 - 24 months
  - ➥ Two-word sentences (nouns, verbs).
  - ➥ Uses elaborate jargon.
  - ➥ Speech-to-speech responses.
  - ➥ Rapid vocabulary increases.
  - ➥ Refers to absent objects.

- 2 - 7 years
  - ➥ Average vocabulary:
    - ⇒ 3-year-olds = 900
    - ⇒ 4-year-olds = 1500
    - ⇒ 5-year-olds = 2200
  - ➥ Typical sentence length:
    - ⇒ 3-year-olds = 3-4 words
    - ⇒ 4-year-olds = 5-6 words
    - ⇒ 5-year-olds = 6+ words
  - ➥ Pronunciation:
    - ⇒ 3-year-olds mispronounces 40% of speech.
    - ⇒ 4-year-olds mispronounce 20% of speech sounds.
    - ⇒ 5-year-olds mispronounce 10% of speech sounds.
  - ➥ First words are nouns, then verbs.
  - ➥ Most articulation problems are eliminated by seven years of age.
  - ➥ Develops repetition.
  - ➥ Monologues form. Uses lengthy utterances while talking to self.
  - ➥ Collective monograph develops. Simultaneous talk between two children with no interaction.
  - ➥ Associates actions with others. Child talks to self, but is aware someone is listening.
  - ➥ Quarreling, expresses a need to be understood.
  - ➥ Primitive arguments. Disagrees and gives differing point of view.
  - ➥ Collaboration of abstract thought. Discusses a topic not shared in an activity.
  - ➥ Genuine argument. The child uses the word "because."

Stages of First Language Development
(continued)

- 7 - 11 years
  - ➡ Exchanges thoughts with the people around him or her.
  - ➡ Makes subjective value judgments.
  - ➡ Questions to obtain information.
  - ➡ Attempts to influence the actions of others.
  - ➡ Will learn to use 5,000 new words.
  - ➡ Will read 50,000 words.
  - ➡ Increased ability to use compound and complex sentences.

- 11+ years
  - ➡ Continued vocabulary acquisition and ability to express complex ideas and explanations in a logical sequential manner.

Principles and Components of Language

Circle *P* for principle of language, *C* for component of language.

P   **C**   Language is functional.

P   **C**   Ability to receive information.

P   **C**   Language varies.

P   **C**   Ability to comprehend the meaning of information received.

P   **C**   Language learning is cultural learning.

P   **C**   Language acquisition is a long-term process.

P   **C**   Ability to recall information.

P   **C**   Language acquisition occurs through meaningful use and interaction.

P   **C**   Ability to apply new information to previously acquired information (e.g., foreign language acquisition).

P   **C**   Language processes develop interdependently.

P   **C**   Ability to adapt understanding to new situations.

P   **C**   Ability to express and make known thoughts, feelings, etc. to a communication partner.

Key Terminology

- Phonology

- Morphology

- Syntax

- Semantics

- Graphophonics

- Language Acquisition

- Language Learning

The PAR'A Center

Module A Transparencies

Module A: Language Development

The PARA Center

- *Recognize the process of primary language development.*

- *Identify the principles, key concepts, and components of language.*

Find Your Partner

- *0 - 7 months : Ba, ba, ba, ta, ta, ta, da, da.*

- *7 - 12 months : Mine/mio, water/agua, or milk/ leche used for all liquids.*

- *12 - 18 months : "Dame papa," literal translation is, "Give me potato;" intended meaning is, "Give me food." "Carro azul" for blue car. "Daddy up" means, "Please pick me up, Daddy."*

- *18 - 21 months : "Yo lo poni" for "yo lo puse, meaning, "I put it." "Ande/fui a tienda" for "I went to the store."*

- *21 - 24 months : "Get your pencil and bring it here." "The dog is brown." "Twinkle, twinkle, little star..."*

- *25+ months : Directional scribbling; drawing with scribbling; writing letters, names, and words; and pretending to write.*

Key Concepts of Language

- ***Phonology***
  - ➥ ***The sounds of a language.***

- ***Morphology***
  - ➥ ***Refers to word formation.***

- ***Syntax***
  - ➥ ***Refers to the ordering of words to construct meaningful phrases or sentences.***

- ***Semantics***
  - ➥ ***The subsystem in which the meaning of a word or words is described and analyzed.***

- ***Graphonics***
  - ➥ ***Refers to the sounds of words.***

Language Learning vs. Language Acquisition

- *Language acquisition is a subconscious process.*

- *Language learning requires a formal knowledge of explicit rules.*

Module B: Second Language Acquisition

Language Development and Acquisition Academy
Module B: Second Language Acquisition

A. Module Goals

Using the **Module B: Second Language Acquisition** handout and transparency **(H1/ T1)**, review the goals of the module.

1.	Identify key second language acquisition theories.
2.	Identify the stages of second language acquisition.
3.	Describe the factors that influence second language acquisition in schools.
4.	Recognize practical applications for basic interpersonal communication skills and cognitive academic language proficiency skills theories.

Goal 1: Identify key second language acquisition theories.

1.1 Discussion: Myths and Facts

Divide a piece of chart paper in two, labeling one column *Myths* and the other *Facts*. Ask the participants to provide specific examples of the myths and facts they have heard about second language acquisition, recording their responses on the chart paper.

Note to Instructor: Refer to these lists throughout the module, confirming or dismissing each.

Engage the participants in a discussion regarding myths and facts about second language acquisition. Ask the participants to share how they think second languages are acquired.

1.2 Lecture: Second Language Acquisition Theories

Present and review the **Second Language Acquisition Theories** handout and transparency **(H2/T2)**.

- Natural Order Theory
  - ➥ States that the grammatical structures of a language are acquired in a predictable order, regardless of the native language of the student.
  - ➥ Certain grammatical structures tend to be acquired early, while others are acquired later. For example, in English, the *ing* ending and plural *s* are among the earlier acquired grammatical structures. The third person singular ending *s* is acquired much later.
  - ➥ The order of acquisition for first and second language is similar, but not identical.
- Input Theory
  - ➥ Human beings acquire language by understanding messages, or receiving comprehensible input.
  - ➥ Language is acquired by understanding input that is a little beyond the current level of acquired competence.
  - ➥ Listening comprehension and reading are primary goals.
  - ➥ Comprehension occurs when context, visual aids, context clues, and gestures are used to make messages understood.

- ➥ Speaking is not taught, but emerges. The best way to encourage speaking in students is to provide a great deal of comprehensible input.
  - ■ Monitor Theory
    - ➥ As a student produces sentences, an internal monitor "watches" the output in order to ensure correct usage.
    - ➥ In order for a student to use his or her monitor, three conditions are necessary:
      - ⇉ Sufficient time,
      - ⇉ Focus on form, and
      - ⇉ Explicit knowledge of the rules.
    - ➥ A student utilizing his or her monitor:
      - ⇉ Needs time to think,
      - ⇉ Must think about correctness and be focused on form,
      - ⇉ Focuses on what is said not how it is said, and
      - ⇉ Has to know the usage rules.
  - ■ Affective Filter Theory
    - ➥ The most important affective variables favoring the acquisition of a second language are:
      - ⇉ A low-anxiety environment;
      - ⇉ A high level of student motivation;
      - ⇉ A high degree of self-confidence;
      - ⇉ Strong self-esteem; and
      - ⇉ Affective filters that are low enough to allow input in, yet high enough to promote movement to the next level of proficiency.
  - ■ Iceberg Theory
    - ➥ When working with students who are learning a second language, it is important to understand the difference between the acquisition of conversational English and the acquisition of academic English.
      - ⇉ These two proficiency levels are:
        - ◗ Basic Interpersonal Communication Skills (BICS), and
        - ◗ Cognitive-Academic Language Proficiency Skills (CALPS).
    - ➥ Students who are limited English proficient quickly acquire BICS in English from playmates, the media, and day-to-day experiences, but in assessing their language proficiency we must recognize the distinction between those skills and CALPS.

Note to Instructor: Material for this lecture was adapted from Principles and Practice in Second Language Acquisition by Setphen Krashen (1983).

1.3 Lecture: Basic Interpersonal Communication Skills

Distribute and review the **Basic Interpersonal Communication Skills (BICS)** handout **(H3)**.

- Sometimes called "functional language."
- Refers to the social, everyday language (e.g., playground language).
- This stage of proficiency can span one to three years.
- Includes:
  - Pronunciation,
  - Grammar, and
  - Basic vocabulary.
- Oral BICS Proficiency
  - Participates in a conversation with one or more speakers in the second language (L2).
  - Listens to conversations between other speakers.
  - Listens to announcements in public places.
  - Requests information in public places.
  - Listens to radio, television, movies, and music.
- Written BICS Proficiency
  - Reads and writes notes to friends or workers.
  - Reads signs, including instructions.
  - Reads and fills out forms, applications, and other documents.
  - Reads advertisements in windows, newspapers, and magazines.
  - Reads for pleasure.

1.4 Lecture: Cognitive Academic Linguistic Proficiency Skills

Distribute and review the **Cognitive Academic Linguistic Proficiency Skills (CALPS)** handout **(H4)**.

- Refers to academic content language.
- Context reduced and cognitively demanding.
- Research suggests that achieving this level of proficiency, native-like competence in academic language, can take from six to seven years.
- Includes:
  - Problem solving,

- ➥ Literacy, and
- ➥ Critical thinking.
- ▪ Oral CALPS Proficiency
    - ➥ Presents a class report.
    - ➥ Listens to a lecture.
    - ➥ Listens to a movie or other audiovisual presentation with academic content.
    - ➥ Listens to and participates in panel and classroom discussions.
- ▪ Written CALPS Proficiency
    - ➥ Reads textbooks.
    - ➥ Writes reports and essays.
    - ➥ Reads and discusses literature.
    - ➥ Studies for and takes an exam.
    - ➥ Takes notes in class.

Goal 2: Identify the stages of second language acquisition.

2.1 Activity: Second Language Acquisition

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the stages of second language acquisition.

Note to Instructor: Prior to class, you will need to prepare for this activity. Using the **Second Language Acquisition Stages**, **Student Characteristics**, and **Strategies** handouts **(H5/H6/H7)** copied to accommodate the class in the quantities indicated below, make three sets of index cards, each on unique colors, in the following amounts:

- Stages of Second Language Acquisition, one index card per participant.
- Student Characteristics, one index card for half of the participants.
- Strategies, one index card for a third of the participants who had Student Characteristics cards.

The stages of second language acquisition will be covered in detail in **2.2 Lecture: Stages of Second Language Acquisition**.

Steps 2.1.1

- Distribute one Second Language Acquisition Stages index card to each participant.
- Instruct the participants to break into groups according to their stage. There should be five groups when finished, one for each stage.
- Instruct the groups to line up according to the order of the stages.
- When finished, review the correct order using the **Stages of Second Language Acquisition** transparency **(T3)**.
  - ➥ Pre-Production Stage
  - ➥ Initial Production Stage
  - ➥ Beginning Conversation Stage
  - ➥ Intermediate Fluency Stage
  - ➥ Advanced Fluency Stage
- Collect half of the Stages of Second Language Acquisition cards, ensuring that the participants still hold at least one card for each stage.
- Distribute the Student Characteristics index cards to those participants without cards.
- Instruct the participants to match the stages of second language acquisition to the student characteristics.

- When finished, review the correct characteristic and stage matches using the **Student Characteristics** transparency **(T4)**.
  - Pre-Production Stage
    - ⇉ Produces no speech.
    - ⇉ "Silent period."
    - ⇉ Listens.
    - ⇉ Gives non-verbal responses.
    - ⇉ Depends heavily on context.
  - Initial Production Stage
    - ⇉ Repeats.
    - ⇉ Primarily continues listening.
    - ⇉ Can give one- to two-word responses.
    - ⇉ Produces words in isolation.
    - ⇉ Mispronounces words.
  - Beginning Conversation Stage
    - ⇉ Can communicate some messages.
    - ⇉ At times, is hard to understand.
    - ⇉ Speaks in phrases.
    - ⇉ Grammatically incorrect sentences.
    - ⇉ Functions on a social level.
  - Intermediate Fluency Stage
    - ⇉ Dialogue that makes sense.
    - ⇉ Seems to be fluent, but needs to expand vocabulary and CALPS.
    - ⇉ Beginning to develop academic vocabulary.
    - ⇉ Produces several sentences, converses.
  - Advanced Fluency Stage
    - ⇉ Produces whole narrations.
    - ⇉ Makes complex grammatical errors.
    - ⇉ Shows good comprehension.
    - ⇉ Uses expanded vocabulary and functions somewhat on an academic level.
- Collect a third of the Student Characteristics cards.
- Distribute the Strategies index cards to those participants without cards, ensuring that the participants still hold at least one of the characteristic cards.
- Instruct the participants to match the stages of second language acquisition and student characteristics to the strategies.
- When finished, review the correct matches using the **Strategies** transparency **(T5)**.

➥ Pre-Production Stage
- ⇉ Use commands to teach TPR.
- ⇉ Elicit physical responses to check for comprehension.
- ⇉ Use manipulatives, visuals, and gestures.
- ⇉ Ask students to show or draw answers.

➥ Initial Production Stage
- ⇉ Ask questions that require one- or two-word answers.
- ⇉ Encourage all attempts to respond.
- ⇉ Continue to expand language with TPR.
- ⇉ Use concrete objects and role playing.

➥ Beginning Conversation Stage
- ⇉ Language experience activities.
- ⇉ Sheltered English techniques.
- ⇉ Pre-writing activities.
- ⇉ Invite involvement in class discussions.
- ⇉ Use print to support oral presentations.

➥ Intermediate Fluency Stage
- ⇉ Cooperative learning.
- ⇉ Continue with how and why questions.
- ⇉ Increase the student's written work.
- ⇉ Use consistent vocabulary for CALPS building.
- ⇉ Continue to use language experiences.

➥ Advanced Fluency Stage
- ⇉ Problem solving, literacy analysis.
- ⇉ Choral reading.
- ⇉ Essay writing.
- ⇉ Encourage higher order thinking skills.

2.2 Lecture: Stages of Second Language Acquisition

Distribute and review the **Stages of Second Language Acquisition** handout **(H8)**.

Note to Instructor: While reviewing the stages of second language acquisition, encourage the participants to think of specific students in their classrooms and try to identify which stage they are in, or to identify stages in their own children's development.

- ▪ Pre-Production Stage
  - ➥ Lau A

- ➡ Students do not respond verbally to communication in the second language, although receptive processing is occurring.
- ➡ Students should be actively included in all class activities, but not forced to speak.
- ➡ Give students in this stage sufficient time and clues to encourage their participation.
- ➡ Students rely heavily on context.
- ➡ This stage may take several months. Usually students need three to six months before they can move on to the next level.
- ➡ Characteristics of Students in the Pre-Production Stage
  - ⇉ Students remain verbally unresponsive at first, then advance to one-word responses.
  - ⇉ Students are hesitant, often confused, and unsure.
  - ⇉ Students indicate their comprehension non-verbally.
  - ⇉ Students are developing listening skills.
  - ⇉ Students associate sound and meaning.
  - ⇉ Students respond non-verbally by pointing, gesturing, etc.
  - ⇉ Students rely on picture clues for understanding.
- ▪ Initial Production Stage
- ➡ Lau A
- ➡ During this stage, students begin to respond verbally by using:
  - ⇉ One or two high-utility words, such as "yes," "no," "desk," and "pencil;" or
  - ⇉ Routine expressions, such as "How are you," and "You're welcome."
- ➡ Students develop the ability to extract meaning from utterances directed to them.
- ➡ Students continue to develop listening skills and begin to build a large recognition vocabulary.
- ➡ As they progress through this stage, students may group two or three words together in short phrases to express an idea.
- ➡ Characteristics of Students in the Early Production Stage
  - ⇉ Students relate words to their environment.
  - ⇉ Students demonstrate improved comprehension skills.
  - ⇉ Students grasp main ideas without understanding all the parts.
  - ⇉ Students focus on key words and contextual clues.
  - ⇉ Students use one-word verbal responses while advancing to groupings of two or three words.

      ⇉   Students identify people, places, and objects.

      ⇉   Students repeat memorable language.

      ⇉   Students use routine expressions independently.

- Beginning Conversation Stage
  - ➥ Lau A
  - ➥ If the students are comfortable with the school situation and are engaged in activities in which they receive large amounts of comprehensible input, they begin to speak in simple sentences.
  - ➥ At this stage, the emphasis shifts from language reception to language production in the form of simple sentences and short dialogues.
  - ➥ All attempts to communicate (i.e., gestures, attentiveness, following directions, etc.) should be warmly received and encouraged.
  - ➥ It is important to remember that neither the instructor nor the students make fun of or discourage the English language learner's attempts to speak.
  - ➥ Students are also functioning on a social level and this stage can take from one to three years.
  - ➥ Characteristics of Students in the Beginning Conversation Stage
    - ⇉ Students use words that have been heard and understood many times, but they may mispronounce them.
    - ⇉ Students produce longer phrases and sentences.
    - ⇉ Students experiment with new vocabulary.
    - ⇉ Students participate more in class discussions.
    - ⇉ Students use writing for a variety of purposes.
    - ⇉ Students speak with less hesitation.

Point out that these first three stages, Pre-Production, Initial Production, and Beginning Conversation, are the points at which students develop their basic interpersonal communication skills (BICS).

- Intermediate Fluency Stage
  - ➥ Lau A
  - ➥ During this stage, students make the transition to more elaborate uses of speech and begins to engage in spontaneous dialogue and composition.
  - ➥ The emphasis is on vocabulary development and students begin to develop academic language in both the first and second

languages.
➥ Students learn more sophisticated syntactical patterns.
➥ At this stage, students begin to think in the second language, instead of conceptualizing in the native language and then translating.
➥ This stage can take three or more years.
➥ Characteristics of Students in the Intermediate Fluency Stage
⇉ Students commit more errors as their utterances become more complex.
⇉ Students have not yet mastered grammar because concentrating on grammatical elements is counterproductive at this stage of language development.
⇉ Students exhibit extensive vocabulary development.

■ Advanced Fluency Stage
➥ Lau B
➥ During this stage of development, students begin to engage in non-cued conversation.
➥ Students start to produce connected narratives.
➥ This is an appropriate time for grammar instruction, as well as for focusing on idiomatic expressions and reading comprehension skills.
➥ Student are able to show good comprehension, use expanded vocabulary, and function somewhat on an academic level.
➥ Characteristics of Students in the Advanced Fluency Stage
⇉ Students can interact extensively with native speakers.
⇉ Students commit fewer grammatical errors.
⇉ Students are able to participate in transitional English reading programs.
⇉ Students continue to need extensive vocabulary development in English after they have had opportunities to develop first language literacy, although many of their reading skills can be transferred from one language to another.

2.3 Activity: Second Language Acquisition Scenarios

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the stages of second language acquisition.

2.3.1 Steps

- Have the participants break in small groups.
- Distribute the **Second Language Acquisition Scenarios** handout **(H9)**.
- Instruct the groups to review the scenarios and determine the stage of second language acquisition for each.
- When finished, have the groups share their responses with the class, including the criteria used to determine each.

Goal 3: *Describe the factors that influence second language acquisition in schools.*

3.1 Discussion: Learning a Second Language

Engage the participants in a discussion regarding their personal experiences with learning a second language. Ask the participants to share how they were affected by age, culture, personality, and the learning situation.

Distribute and review the **Olga** handout **(H10)**.

- Olga is a student who came to the United States from Russia at age 13. She was the eldest of eight children. Olga had been educated in Russia and was literate in Russian when she arrived, but her education took place entirely in English after she moved to the U.S. Olga's family spoke Russian at home. She remembers how difficult it was to fit in at school, where she didn't know the language, the culture, or any of her classmates. She was the only Russian student at her school. Because she was the eldest, Olga was expected to help with household chores and care for her younger siblings. This didn't help her in getting to know friends or participating in after-school activities. It's important to remember that at age 13, she was self-conscious and concerned about being different. In addition, as a young woman she was not allowed to date or hang out with other teens.

Engage the participants in a discussion regarding the differences in school's expectations of younger and older learners. In Olga's experience, why did age play an important role in learning a second language? How did the cultures of school and second language learners affect Olga? How different would her experience have been if she had arrived in the U.S. at a younger age?

3.2 Lecture: Factors that Influence Second Language Acquisition

Present and review the **Factors that Influence Second Language Acquisition** handout **(H11)**.

- Internal Factors
  - Age
    - Ability to reproduce foreign sounds decreases, self-consciousness increases.

- Motivation.
- Facility of verbal expressions.
- Aptitude for second language acquisition.
- Ability to keep the two languages apart.
- Degree of proficiency in the first language.
- Personal attitude toward learning the new language and culture.
- Poor self-esteem.
- External Factors
  - Amount of exposure to the language (time and opportunities).
  - Tolerance of error and ambiguities (trail and error is limited).
  - Specialization in the use of each language.
  - Manner of learning each language.
  - Influence of sibling and peers.
  - Types of experience the student has had.
  - Parental schooling.
  - Family's socio-economic status.
  - Community attitude toward learning the new language.
  - Family.

Goal 4: *Recognize practical applications for basic interpersonal communication skills and cognitive academic language proficiency skills theories.*

4.1 Activity: Text Comprehension

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of the experiences of students learning English as a second language regarding text comprehension.

4.1.1 Steps
- Have the participants break into pairs.
- Distribute the **Text Comprehension** handout **(H12)**.
- Instruct the pairs to read the text and answer the comprehension questions that follow.

Note to Instructor: The text in the handout refers to doing laundry. Do not mention the topic of the content before the participants read the handout and answer the questions.

- When finished, return to the large-group setting and discuss the questions, revealing the topic after the participants have provided their answers.

4.2 Activity: Strategies for Second Language Acquisition Stages

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of how to use various strategies for facilitating second language acquisition.

4.2.1 Steps
- Have the participants break into groups by counting off by five: all 1's together, all 2's together, all 3's together, etc.
- Assign each group a stage of second language acquisition as follows:
  - ➥ Group 1: Pre-Production Stage
  - ➥ Group 2: Initial Production Stage
  - ➥ Group 3: Beginning Conversation Stage
  - ➥ Group 4: Intermediate Fluency Stage

➥ Group 5: Advanced Fluency Stage
▪ Instruct the groups to discuss and list various strategies and techniques, and one activity that can be used when working with students in their given stage.
▪ When finished, have each group share their lists with the class.

4.3 Lecture: Activities that Facilitate Stages of Second Language Acquisition

Briefly review the following key terms:
▪ Comprehensible Input
   ➥ Helps convey meaning, making language more understandable, through the use of paraphrasing, repetition of key points, reference to concrete materials, and acting out meanings.
▪ Total Physical Response (TPR)
   ➥ Students follow directions given by the teacher. They must point to, touch, and/or move and place objects, pictures, or words according to the teacher's verbal command.
▪ Cooperative Learning
   ➥ Students work together in pairs or small groups. They do tasks that require cooperation among group or team members. Tasks are structured to ensure that all students contribute to the group's learning. They provide support and encouragement for one another.

Distribute and review the **Activities that Facilitate Stages of Second Language Acquisition** handout **(H13)**. There are many activities that facilitate each of the stages of second language acquisition.
▪ Pre-Production Stage (BICS)
   ➥ Pre-production students can:
      ⇉ Listen.
      ⇉ Draw.
      ⇉ Nod.
      ⇉ Choose.
      ⇉ Point.
      ⇉ Locate.
      ⇉ Move.
      ⇉ Underline.
      ⇉ Mime.
      ⇉ Match.

- Pre-production students are likely to respond best through:
  - Non-verbal interactions with peers;
  - Inclusion in general activities and games; and
  - Interacting with manipulatives, pictures, audiovisuals, and hands-on materials.
    - Ask students to show or draw answers during this stage.
    - Encourage forms of creative expressions.
    - Surround students with language, providing opportunities for active listening.
    - Utilize props, visuals, and realia.
- Beginning Production Stage (BICS)
  - Beginning production students can:
    - Name.
    - List.
    - Categorize.
    - Respond.
    - Identify.
    - Label.
  - Provide opportunities for active listening.
  - Ask yes/no, either/or, and listening questions.
  - Ask who, what, and where questions.
  - Provide visual support during all activities.
  - Encourage role playing.
  - Introduce dialogue journals.
  - Expose students to varied experiences.
  - Have students label or manipulate objects.
- Initial Production Stage (BICS)
  - Initial production students can:
    - Recall.
    - Define.
    - Explain.
    - Compare.
    - Summarize.
    - Restate.
  - Focus on communication in meaningful contexts.
  - Ask how and why questions.
  - Have students describe experiences, objects, etc.
  - Use realia in retelling or role-playing.
  - Provide pre-writing activities.

➥ Use print to support oral presentations.
- Intermediate Fluency Stage (BICS)
  ➥ Intermediate fluency students can:
    ⇉ Analyze.
    ⇉ Create.
    ⇉ Debate.
    ⇉ Negotiate.
    ⇉ Evaluate.
    ⇉ Synthesize.
  ➥ Use verbal games, like Simon Says.
  ➥ Engage students in talk about themselves.
  ➥ Utilize cooperative learning.
  ➥ Continue with how and why questions.
  ➥ Increase written work.
- Advanced Fluency Stage (BICS)
  ➥ Transitioning to CALPS
  ➥ Advanced fluency stage students can produce written and oral language comparable to that of native speakers of the same age.
  ➥ Use problem solving activities.
  ➥ Essay writing.
  ➥ Encourage higher order thinking skills.

4.4 Activity: Transitioning from BICS to CALPS

Paraeducators will participate in an activity that provides an opportunity to gain experience developing activities that facilitate transitioning from BICS to CALPS.

4.4.1 Steps
- Have the participants remain in their groups.
- Distribute the **Transitioning from BICS to CALPS** and **Transitioning from BICS to CALPS Example** handouts **(H14/H15)**.
- Using the **Transitioning from BICS to CALPS Example** handout **(H14)** as a guide, instruct the groups to complete the **Transitioning from BICS to CALPS** handout **(H15)** by developing activities centered around a language component (speaking, writing, or comprehension) that facilitate transitioning form BICS to CALPS at each stage of second language acquisition.
- When finished, have the groups share their activities with the class, clarifying points as needed.

Module B Handouts

Module B: Second Language Acquisition

1. Identify key second language acquisition theories.

2. Identify the stages of second language acquisition.

3. Describe the factors that influence second language acquisition in schools.

4. Recognize practical applications for basic interpersonal communication skills and cognitive academic language proficiency skills theories.

Second Language Acquisition Theories

- Natural Order Theory
  - ➥ States that the grammatical structures of a language are acquired in a predictable order, regardless of the native language of the student.
  - ➥ Certain grammatical structures tend to be acquired early, while others are acquired later. For example, in English, the *ing* ending and plural *s* are among the earlier acquired grammatical structures. The third person singular ending *s* is acquired much later.
  - ➥ The order of acquisition for first and second language is similar, but not identical.

- Input Theory
  - ➥ Human beings acquire language by understanding messages, or receiving comprehensible input.
  - ➥ Language is acquired by understanding input that is a little beyond the current level of acquired competence.
  - ➥ Listening comprehension and reading are primary goals.
  - ➥ Comprehension occurs when context, visual aids, context clues, and gestures are used to make messages understood.
  - ➥ Speaking is not taught, but emerges. The best way to encourage speaking in students is to provide a great deal of comprehensible input.

- Monitor Theory
  - ➥ As a student produces sentences, an internal monitor "watches" the output in order to ensure correct usage.
  - ➥ In order for a student to use his or her monitor, three conditions are necessary:
    - ⇉ Sufficient time,
    - ⇉ Focus on form, and
    - ⇉ Explicit knowledge of the rules.
  - ➥ A student utilizing his or her monitor:
    - ⇉ Needs time to think,
    - ⇉ Must think about correctness and be focused on form,
    - ⇉ Focuses on what is said not how it is said, and
    - ⇉ Has to know the usage rules.

Second Language Acquisition Theories
(continued)

- Affective Filter Theory
  - The most important affective variables favoring the acquisition of a second language are:
    - A low-anxiety environment;
    - A high level of student motivation;
    - A high degree of self-confidence;
    - Strong self-esteem; and
    - Affective filters that are low enough to allow input in, yet high enough to promote movement to the next level of proficiency.

- Iceberg Theory
  - When working with students who are learning a second language, it is important to understand the difference between the acquisition of conversational English and the acquisition of academic English.
    - These two proficiency levels are:
      - Basic Interpersonal Communication Skills (BICS), and
      - Cognitive-Academic Language Proficiency Skills (CALPS).
  - Students who are limited English proficient quickly acquire BICS in English from playmates, the media, and day-to-day experiences, but in assessing their language proficiency we must recognize the distinction between those skills and CALPS.

Basic Interpersonal Communication Skills (BICS)

- Sometimes called "functional language."

- Refers to the social, everyday language (e.g., playground language).

- This stage of proficiency can span one to three years.

- Includes:
  - Pronunciation,
  - Grammar, and
  - Basic vocabulary.

- Oral BICS Proficiency
  - Participates in a conversation with one or more speakers in the second language (L2).
  - Listens to conversations between other speakers.
  - Listens to announcements in public places.
  - Requests information in public places.
  - Listens to radio, television, movies, and music.

- Written BICS Proficiency
  - Reads and writes notes to friends or workers.
  - Reads signs, including instructions.
  - Reads and fills out forms, applications, and other documents.
  - Reads advertisements in windows, newspapers, and magazines.
  - Reads for pleasure.

Cognitive Academic Linguistic Proficiency Skills (CALPS)

- Refers to academic content language.

- Context reduced and cognitively demanding.

- Research suggests that achieving this level of proficiency, native-like competence in academic language, can take from six to seven years.

- Includes:
  - ➥ Problem solving,
  - ➥ Literacy, and
  - ➥ Critical thinking.

- Oral CALPS Proficiency
  - ➥ Presents a class report.
  - ➥ Listens to a lecture.
  - ➥ Listens to a movie or other audiovisual presentation with academic content.
  - ➥ Listens to and participates in panel and classroom discussions.

- Written CALPS Proficiency
  - ➥ Reads textbooks.
  - ➥ Writes reports and essays.
  - ➥ Reads and discusses literature.
  - ➥ Studies for and takes an exam.
  - ➥ Takes notes in class.

Second Language Acquisition Stages

Pre-Production Stage
LEP Category A
BICS
0 - 6 Months

Initial Production Stage
LEP Category A
BICS
6 - 12 Months

Beginning Conversation Stage
LEP Category B
BICS
1 - 3 Years

Intermediate Fluency Stage
LEP Category B
BICS, Some CALPS
3+ Years

Advanced Fluency Stage
LEP Category C
CALPS
Length Varies by Individual

Student Characteristics

- Produces no speech.
- "Silent period."
- Listens.
- Gives non-verbal responses.
- Depends heavily on context.

- Repeats.
- Primarily continues listening.
- Can give one- to two-word responses.
- Produces words in isolation.
- Mispronounces words.

- Can communicate some messages.
- At times, is hard to understand.
- Speaks in phrases.
- Grammatically incorrect sentences.
- Functions on a social level.

- Dialogue that makes sense.
- Seems to be fluent, but needs to expand vocabulary and CALPS.
- Beginning to develop academic vocabulary.
- Produces several sentences, converses.

- Produces whole narrations.
- Makes complex grammatical errors.
- Shows good comprehension.
- Uses expanded vocabulary and functions somewhat on an academic level.

Strategies

- Use commands to teach TPR.
- Elicit physical responses to check for comprehension.
- Use manipulatives, visuals, and gestures.
- Ask students to show or draw answers.

- Ask questions that require one- or two-word answers.
- Encourage all attempts to respond.
- Continue to expand language with TPR.
- Use concrete objects and role playing.

- Language experience activities.
- Sheltered English techniques.
- Pre-writing activities.
- Invite involvement in class discussions.
- Use print to support oral presentations.

- Cooperative learning.
- Continue with how and why questions.
- Increase the student's written work.
- Use consistent vocabulary for CALPS building.
- Continue to use language experiences.

- Problem solving, literacy analysis.
- Choral reading.
- Essay writing.
- Encourage higher order thinking skills.

Stages of Second Language Acquisition

- Pre-Production Stage
  - ➥ Lau A
  - ➥ Students do not respond verbally to communication in the second language, although receptive processing is occurring.
  - ➥ Students should be actively included in all class activities, but not forced to speak.
  - ➥ Give students in this stage sufficient time and clues to encourage their participation.
  - ➥ Students rely heavily on context.
  - ➥ This stage may take several months. Usually students need three to six months before they can move on to the next level.
  - ➥ Characteristics of Students in the Pre-Production Stage
    - ⇄ Students remain verbally unresponsive at first, then advance to one-word responses.
    - ⇄ Students are hesitant, often confused, and unsure.
    - ⇄ Students indicate their comprehension non-verbally.
    - ⇄ Students are developing listening skills.
    - ⇄ Students associate sound and meaning.
    - ⇄ Students respond non-verbally by pointing, gesturing, etc.
    - ⇄ Students rely on picture clues for understanding.

- Initial Production Stage
  - ➥ Lau A
  - ➥ During this stage, students begin to respond verbally by using:
    - ⇄ One or two high-utility words, such as "yes," "no," "desk," and "pencil;" or
    - ⇄ Routine expressions, such as "How are you," and "You're welcome."
  - ➥ Students develop the ability to extract meaning from utterances directed to them.
  - ➥ Students continue to develop listening skills and begin to build a large recognition vocabulary.
  - ➥ As they progress through this stage, students may group two or three words together in short phrases to express an idea.

Stages of Second Language Acquisition
(continued)

➥ Characteristics of Students in the Early Production Stage
- ⇄ Students relate words to their environment.
- ⇄ Students demonstrate improved comprehension skills.
- ⇄ Students grasp main ideas without understanding all the parts.
- ⇄ Students focus on key words and contextual clues.
- ⇄ Students use one-word verbal responses while advancing to groupings of two or three words.
- ⇄ Students identify people, places, and objects.
- ⇄ Students repeat memorable language.
- ⇄ Students use routine expressions independently.

■ Beginning Conversation Stage
- ➥ Lau A
- ➥ If the students are comfortable with the school situation and are engaged in activities in which they receive large amounts of comprehensible input, they begin to speak in simple sentences.
- ➥ At this stage, the emphasis shifts from language reception to language production in the form of simple sentences and short dialogues.
- ➥ All attempts to communicate (i.e., gestures, attentiveness, following directions, etc.) should be warmly received and encouraged.
- ➥ It is important to remember that neither the instructor nor the students make fun of or discourage the English language learner's attempts to speak.
- ➥ Students are also functioning on a social level and this stage can take from one to three years.
- ➥ Characteristics of Students in the Beginning Conversation Stage
  - ⇄ Students use words that have been heard and understood many times, but they may mispronounce them.
  - ⇄ Students produce longer phrases and sentences.
  - ⇄ Students experiment with new vocabulary.
  - ⇄ Students participate more in class discussions.
  - ⇄ Students use writing for a variety of purposes.
  - ⇄ Students speak with less hesitation.

Stages of Second Language Acquisition
(continued)

- Intermediate Fluency Stage
  - Lau A
  - During this stage, students make the transition to more elaborate uses of speech and begins to engage in spontaneous dialogue and composition.
  - The emphasis is on vocabulary development and students begin to develop academic language in both the first and second languages.
  - Students learn more sophisticated syntactical patterns.
  - At this stage, students begin to think in the second language, instead of conceptualizing in the native language and then translating.
  - This stage can take three or more years.
  - Characteristics of Students in the Intermediate Fluency Stage
    - Students commit more errors as their utterances become more complex.
    - Students have not yet mastered grammar because concentrating on grammatical elements is counterproductive at this stage of language development.
    - Students exhibit extensive vocabulary development.

- Advanced Fluency Stage
  - Lau B
  - During this stage of development, students begin to engage in non-cued conversation.
  - Students start to produce connected narratives.
  - This is an appropriate time for grammar instruction, as well as for focusing on idiomatic expressions and reading comprehension skills.
  - Student are able to show good comprehension, use expanded vocabulary, and function somewhat on an academic level.
  - Characteristics of Students in the Advanced Fluency Stage
    - Students can interact extensively with native speakers.
    - Students commit fewer grammatical errors.
    - Students are able to participate in transitional English reading programs.
    - Students continue to need extensive vocabulary development in English after they have had opportunities to develop first language literacy, although many of their reading skills can be transferred from one language to another.

Second Language Acquisition Scenarios

- Ahmed has been in the country for three months. He listens most of the time and tries to speak, but can only say simple words or repeat what he hears. He needs to hear words over and over, and has trouble pronouncing them correctly.

- Jose is quiet and does not talk. He listens and watches everything that is going on. He shakes his head or responds physically to show he understands. He can respond with pictures or gestures.

- Maria is doing well in school. She can read and answer simple questions in science and social studies. She can write a short paragraphs, but they are not descriptive.

- Ratha is from Cambodia. She speaks in short phrases, but is hard to understand. She manages fairly well on the playground or in the lunchroom, even though she makes mistakes a lot of grammatical mistakes.

Olga

Olga is a student who came to the United States from Russia at age 13. She was the eldest of eight children. Olga had been educated in Russia and was literate in Russian when she arrived, but her education took place entirely in English after she moved to the U.S. Olga's family spoke Russian at home. She remembers how difficult it was to fit in at school, where she didn't know the language, the culture, or any of her classmates. She was the only Russian student at her school. Because she was the eldest, Olga was expected to help with household chores and care for her younger siblings. This didn't help her in getting to know friends or participating in after-school activities. It's important to remember that at age 13, she was self-conscious and concerned about being different. In addition, as a young woman she was not allowed to date or hang out with other teens.

Factors that Influence Second Language Acquisition

- Internal Factors
  - Age
    - Ability to reproduce foreign sounds decreases, self-consciousness increases.
  - Motivation.
  - Facility of verbal expressions.
  - Aptitude for second language acquisition.
  - Ability to keep the two languages apart.
  - Degree of proficiency in the first language.
  - Personal attitude toward learning the new language and culture.
  - Poor self-esteem.

- External Factors
  - Amount of exposure to the language (time and opportunities).
  - Tolerance of error and ambiguities (trail and error is limited).
  - Specialization in the use of each language.
  - Manner of learning each language.
  - Influence of sibling and peers.
  - Types of experience the student has had.
  - Parental schooling.
  - Family's socio-economic status.
  - Community attitude toward learning the new language.
  - Family.

Text Comprehension

The procedure is actually quite simple. First, you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step. Otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is completed, one arranges the materials into different groups again. Then they will be used once more and the whole cycle will then have to be repeated. However, this is part of life.

Comprehension Questions:
- What happens if you make a mistake?

- What should you do first?

- Why are the groups necessary?

- Why is it important to know this procedure?

- What happens if you have no facilities?

Activities that Facilitate Stages of Second Language Acquisition

- Pre-Production Stage (BICS)
  - ➥ Pre-production students can:
    - ⇉ Listen.
    - ⇉ Draw.
    - ⇉ Nod.
    - ⇉ Choose.
    - ⇉ Point.
    - ⇉ Locate.
    - ⇉ Move.
    - ⇉ Underline.
    - ⇉ Mime.
    - ⇉ Match.
  - ➥ Pre-production students are likely to respond best through:
    - ⇉ Non-verbal interactions with peers;
    - ⇉ Inclusion in general activities and games; and
    - ⇉ Interacting with manipulatives, pictures, audiovisuals, and hands-on materials.
      - ◗ Ask students to show or draw answers during this stage.
      - ◗ Encourage forms of creative expressions.
      - ◗ Surround students with language, providing opportunities for active listening.
      - ◗ Utilize props, visuals, and realia.

- Beginning Production Stage (BICS)
  - ➥ Beginning production students can:
    - ⇉ Name.
    - ⇉ List.
    - ⇉ Categorize.
    - ⇉ Respond.
    - ⇉ Identify.
    - ⇉ Label.
  - ➥ Provide opportunities for active listening.
  - ➥ Ask yes/no, either/or, and listening questions.
  - ➥ Ask who, what, and where questions.

Activities that Facilitate Stages of Second Language Acquisition
(continued)

- ➥ Provide visual support during all activities.
- ➥ Encourage role playing.
- ➥ Introduce dialogue journals.
- ➥ Expose students to varied experiences.
- ➥ Have students label or manipulate objects.

- ▪ Initial Production Stage (BICS)
  - ➥ Initial production students can:
    - ⇒ Recall.
    - ⇒ Define.
    - ⇒ Explain.
    - ⇒ Compare.
    - ⇒ Summarize.
    - ⇒ Restate.
  - ➥ Focus on communication in meaningful contexts.
  - ➥ Ask how and why questions.
  - ➥ Have students describe experiences, objects, etc.
  - ➥ Use realia in retelling or role-playing.
  - ➥ Provide pre-writing activities.
  - ➥ Use print to support oral presentations.

- ▪ Intermediate Fluency Stage (BICS)
  - ➥ Intermediate fluency students can:
    - ⇒ Analyze.
    - ⇒ Create.
    - ⇒ Debate.
    - ⇒ Negotiate.
    - ⇒ Evaluate.
    - ⇒ Synthesize.
  - ➥ Use verbal games, like Simon Says.
  - ➥ Engage students in talk about themselves.
  - ➥ Utilize cooperative learning.
  - ➥ Continue with how and why questions.
  - ➥ Increase written work.

Activities that Facilitate Stages of Second Language Acquisition
(continued)

- Advanced Fluency Stage (BICS)
  ➥ Transitioning to CALPS
  ➥ Advanced fluency stage students can produce written and oral language comparable to that of native speakers of the same age.
  ➥ Use problem solving activities.
  ➥ Essay writing.
  ➥ Encourage higher order thinking skills.

Transitioning from BICS to CALPS Example

Language Component: Reading

- Pre-Production Stage
  - ➥ Recognizes letters,
  - ➥ Shows phonics skills,
  - ➥ Distinguishes vowel and consonant sounds, and
  - ➥ Possesses small sight vocabulary.

- Initial Production Stage
  - ➥ Predicts outcomes,
  - ➥ Recall facts and details,
  - ➥ Identifies main ideas and draw conclusions,
  - ➥ Understands the feelings of characters,
  - ➥ Follows simple written directions, and
  - ➥ Uses the dictionary to determine meanings.

- Beginning Conversation Stage
  - ➥ Uses complex phonics and content for work identification,
  - ➥ Uses the dictionary,
  - ➥ Summarizes and sequences events,
  - ➥ Describes time and settings,
  - ➥ Understands themes and feelings, and
  - ➥ Uses graphic resources for information.

- Intermediate and Advanced Fluency Stages
  - ➥ Follows written directions,
  - ➥ Uses word clues to decode text,
  - ➥ Reads and responds to a variety of literature,
  - ➥ Locates information and resources,
  - ➥ Sequences story events,
  - ➥ Identifies main ideas and details,
  - ➥ Dramatizes characters and feelings,
  - ➥ Draws conclusions and predicts outcomes,
  - ➥ Relates literature to personal experiences,
  - ➥ Expresses opinions,

➥ Interprets stories, poems, and legends,
➥ Evaluates material read, and
➥ Gathers and organizes information.

Teaching Activity and Applications for Different Levels of Proficiency:

- Activity: Shared story telling.
  - ➥ Students listen to a story with illustrations being told or read.
    - ⇉ Application for Pre-Production Stage
      - ◗ Students listen to a story told or read by the teacher, who illustrates the story with mimes, pictures, and objects.
    - ⇉ Application for Intermediate and Advanced Level
      - ◗ Students tell or retell a story with or without scripts.

- Activity: TPR
  - ➥ Students follow directions given by teacher. Pointing to, moving, and placing objects, pictures, or words according to command.
    - ⇉ Application for Pre-Production Stage
      - ◗ Students model actions along with the teacher.
    - ⇉ Application for Intermediate and Advanced Level
      - ◗ Students follow multi-step directions with several objects. They give directions to other students or the teacher.

Transitioning from BICS to CALPS

BICS ⟶ CALPS

Increased Difficulty: Cognitive and Language

BICS (oral) Characteristic	Activity 1	Activity 2	CALPS (oral) Characteristic
Participates in conversations with one or more L2 speakers.			Presents a class report.
Listens to conversations between other speakers.			Listens to a lecture.
Listens to announcements in public places.			Listens to a movie or other audiovisual presentation with academic content.
Requests information in public places.			Listens to and participates in panel and classroom discussions.
Listens to radio, television, movies, and music.			Listens to and watches programs selectively with content information.

Transitioning from BICS to CALPS
(continued)

BICS ⟶ **CALPS**

Increased Difficulty: Cognitive and Language

BICS (written) Characteristic	Activity 1	Activity 2	CALPS (written) Characteristic
Reads and writes notes to friends or workers.			Reads textbooks.
Reads signs, including instructions.			Writes reports and essays.
Reads and fills out forms, applications, and other documents.			Reads and discusses literature.
Reads advertisements in windows, magazines, and newspapers.			Studies for and takes an exam.
Reads for pleasure.			Takes notes in class.

Module B Transparencies

Module B: Second Language Acquisition

The PARA Center

- *Identify key second language acquisition theories.*

- *Identify the stages of second language acquisition.*

- *Describe the factors that influence second language acquisition in schools.*

- *Recognize practical applications for basic interpersonal communication skills and cognitive academic language proficiency skills theories.*

Second Language Acquisition Theories

- *Natural Order Theory*

- *Input Theory*

- *Monitor Theory*

- *Affective Filter Theory*

- *Iceberg Theory*

Second Language Acquisition Stages

The PAR'A Center

- ▪ *Pre-Production Stage*

- ▪ *Initial Production Stage*

- ▪ *Beginning Conversation Stage*

- ▪ *Intermediate Fluency Stage*

- ▪ *Advanced Fluency Stage*

Student Characteristics

The PARA Center

Pre-Production Stage
- Produces no speech.
- "Silent period."
- Listens.
- Gives non-verbal responses.
- Depends heavily on context.

Initial Production Stage
- Repeats.
- Primarily continues listening.
- Can give one- to two-word responses.
- Produces words in isolation.
- Mispronounces words.

Beginning Conversation Stage
- Can communicate some messages.
- At times, is hard to understand.
- Speaks in phrases.
- Grammatically incorrect sentences.
- Functions on a social level.

Student Characteristics
(continued)

The PAR'A Center

Intermediate Fluency Stage
- *Dialogue that makes sense.*
- *Seems to be fluent, but needs to expand vocabulary and CALPS.*
- *Beginning to develop academic vocabulary.*
- *Produces several sentences, converses.*

Advanced Fluency Stage
- *Produces whole narrations.*
- *Makes complex grammatical errors.*
- *Shows good comprehension.*
- *Uses expanded vocabulary and functions somewhat on an academic level.*

Strategies

The PARA Center

Pre-Production Stage
- *Use commands to teach TPR.*
- *Elicit physical responses to check for comprehension.*
- *Use manipulatives, visuals, and gestures.*
- *Ask students to show or draw answers.*

Initial Production Stage
- *Ask questions that require one- or two-word answers.*
- *Encourage all attempts to respond.*
- *Continue to expand language with TPR.*
- *Use concrete objects and role playing.*

Beginning Conversation Stage
- *Language experience activities.*
- *Sheltered English techniques.*
- *Pre-writing activities.*
- *Invite involvement in class discussions.*
- *Use print to support oral presentations.*

Strategies
(continued)

Intermediate Fluency Stage
- *Cooperative learning.*
- *Continue with how and why questions.*
- *Increase the student's written work.*
- *Use consistent vocabulary for CALPS building.*
- *Continue to use language experiences.*

Advanced Fluency Stage
- *Problem solving, literacy analysis.*
- *Choral reading.*
- *Essay writing.*
- *Encourage higher order thinking skills.*

Module C: Bilingual and English as a Second Language Instructional Settings

Language Development and Acquisition Academy
Module C: Bilingual and English as a Second Language Instructional Settings

A. Module Goals

Using the **Module C: Bilingual and English as a Second Language Instructional Settings** handout and transparency **(H1/T1)**, review the goals of the module.

1. Recognize instructional methods used in bilingual education classrooms.
2. Recognize and demonstrate a variety of ways to assess learning and progress in language acquisition and development.

Goal 1: Recognize instructional methods used in bilingual education classrooms.

1.1 Lecture: Early Approaches to Bilingual Education

Present and review the **Early Approaches to Bilingual Education** transparency **(T2)**. Early approaches to bilingual instruction included:

- Grammar Transition
  - ➥ Emphasis on grammatical analysis, pencil-and-paper exercises, and the ability to translate literature from one language to another.
- Audio-Lingual
  - ➥ Implemented in military settings.
  - ➥ Assumes that language is learned by making it a habit.
  - ➥ Emphasis on repetitive, structured oral drills and dialogues focused on language patterns.
  - ➥ Oral language is the priority, and reading and writing are added for advanced students.
- Total Physical Response (TPR)
  - ➥ Students follow directions given by the teacher.
  - ➥ Students point to, touch, and/or move and place objects, pictures, or words according to the teacher's verbal commands.

1.2 Discussion: Current Approaches to Bilingual Education

Whether a bilingual classroom is a transitional, maintenance, or "two-way" class, the primary difference in the provided instruction will be the method, amount, and balance between the two languages.

Present and review the **Current Approaches to Bilingual Education** handout and transparency **(H2/T3)**. As each approach is covered, engage the participants in a discussion regarding experiences they have had with the method.

- Concurrent Approach
  - ➥ The teacher presents segments of materials in each language, using constant alternation, acting as a "simultaneous interpreter."
- Preview-Review Approach
  - ➥ The teacher presents complete blocks of content in one

language, then the other.
➡ Especially useful when the curriculum materials and texts are available only in English.

- Alternate Day Approach
  ➡ All instruction except first-language literacy and second-language development are alternated according to a day-to-day schedule. For example, instruction may be delivered in English on Monday, Spanish on Tuesday, English on Wednesday, and so on.
  ➡ The teacher does not repeat lessons in translation, they continue the curriculum while alternating languages.

- Cooperative Learning Approach
  ➡ The teacher uses a classroom management strategy that departs from traditional whole-class instructional formats, and opens up opportunities for first and second language development.
  ➡ The class is divided into teams, whose members work together and rely on one another to learn concepts, solve problems, and complete projects.
  ➡ Fosters positive interpersonal relations among students, enhances problem-solving skills, and increases and upgrades the amount of student-initiated talk in the classroom.

- Code-Switching Approach
  ➡ The teacher uses both the first and second language as though they were part of a single "over-language," that is, mixed together in a natural way at all levels, whether in sentences, material segments, or content.
  ➡ The teacher responds to what students understand, presenting and answering in either language as needed.
  ➡ Various refinements can be incorporated, according to the teacher's professional judgment and interaction with ongoing language acquisition research.
  ➡ Implies some degree of competence in the two languages, even if bilingual fluency is not yet stable.

1.3 Discussion: Studying a Second Language

Engage the participants in a discussion regarding what it was like for them to study a second language, using the following questions as a guide.

- What was it like to study a second language?

- What was difficult?
- What was easy?
- How proficient did they become?
- What affected the degree of proficiency?
- Can they relate to any of the mentioned methods?
- Which ones, and in what ways?
- If you needed to learn a new language for something important, like getting a job, how would you go about it?

Goal 2: Recognize and demonstrate a variety of ways to assess learning and progress in language acquisition and development.

Note to Instructor: The assessment tools covered in this goal are general. Contact the school district in which this academy is being taught to determine which assessment methods are used and provide supplemental material accordingly.

2.1 Lecture: Assessment

A major purpose of assessment is to provide information on the language development of individual students. This information helps to plan developmentally appropriate activities that promote further growth.

Teachers of students learning English as a second language are interested in assessing learning in the:

- Native language, and
- Second language.
  - ➥ Subject matter.
  - ➥ Oral language.
  - ➥ Reading skills.
  - ➥ Writing skills.

Assessments are performed for:

- Identification and program placement of students in need of special services.
- Program evaluation.
- Documentation of student learning and progress in order to:
  - ➥ Make informed instructional learning decisions, and
  - ➥ Communicate progress to the student's parents.

Assessments are done at the district level and by the teacher. For example, student placement and program evaluation are often done at the district level, whereas, student learning and progress assessments are done by the teacher.

Complete assessments include both formal and informal measures. Formal and informal assessment measures have different purposes, strengths, and limitations.

2.2 Lecture: Formal Assessment

Formal assessments assume a single set of expectations for all students and have a pre-determined criteria for scoring and interpretation. Present and review the **Formal Assessments** transparency **(T4)**. Formal assessments include:

- Language Proficiency Assessments
  - ➥ Determine the student's English language knowledge.
  - ➥ Depending on the test, levels emerge but can be summarized in three main categories:
    - ⇒ Non-English Proficient,
    - ⇒ Limited English Proficient, or
    - ⇒ Fully English Proficient.
  - ➥ Assessment tools include:
    - ⇒ Language Assessment Scales (LAS)
    - ⇒ Bilingual Syntax Measure
    - ⇒ IDEA Oral Language Proficiency Test
    - ⇒ Woodcock Munoz Language Survey
- Achievement Assessments
  - ➥ Assesses basic reading skills, reading comprehension, basic mathematics, mathematical reasoning skills, basic writing skills, written expression, and broad knowledge.
  - ➥ Assessment tools include:
    - ⇒ Stanford Achievement Test
    - ⇒ Bateria Woodcock
    - ⇒ Brigance
- Diagnostic Assessments
  - ➥ Assessment tools include:
    - ⇒ Qualitative Reading Inventory
    - ⇒ Brigance
    - ⇒ Vineland

2.3 Lecture: Informal Assessment

Unlike formal tests that can only be conducted by trained professionals, informal assessments can be used more freely to gather important information on students. Informal assessments are used to indicate techniques that can easily be incorporated into the classroom. Results are indicative of the student's performance on the skill or subject of interest. Unlike standardized tests, informal assessments are not intended to provide a comparison to a broader group beyond the local project. Informal

assessments seek to identify the strengths and needs of individual students without regard to grade or age norms, and focus on what students can actually do instead of what they are deficient in.

Benefits of informal assessments include:
- Using information gathered over time.
- Assessments indicate a student's broad progress of basic skills, and motivation and attitudes toward school, etc.

2.4 Lecture: Informal Assessment Methods

Present and review the **Informal Assessment Methods** transparency **(T5)**. Informal assessments include:
- Tests Made by the Teacher.
- Products of Classroom Activities
  - Provides a source of information about a student's language development from activities, such as stories told to the teacher (dictated stories).
  - Can be written down by the teacher or audio taped and saved for later analysis.
  - A student's journal can provide information about vocabulary, ability to use language in creative ways, and capacity to rhyme words.
  - Art work can be a source of information about language development if the student is asked to describe the picture to the teacher, another child, or a puppet.
- Games
  - Provide students with opportunities to increase skills in various areas (math, spelling, naming categories of objects and/or people, etc.).
- Story Re-Telling
  - This technique can be used in either oral or written formats.
  - Provides information on a wide range of language-based abilities.
  - Recall is part of re-telling, but teachers can use it to determine whether the student understood the point of the story and what problems the student may have in organizing the elements of the story into a coherent whole.
- Debates

- ➥ Oral work can be evaluated informally in debates by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others.
  - Journals
    - ➥ Includes learning logs, buddy journals, dialogue journals, project journals.
    - ➥ An individual method of writing.
    - ➥ Teachers can review on a daily, weekly, or quarterly basis to determine how the student is evolving in the writing and learning processes, as well as shaping their ideas and strengths for more formal writing which occurs in other activities.
  - Portfolios of Student Performance
    - ➥ A portfolio is a folder that contains a variety of samples of student work related to a particular curriculum area.
    - ➥ Provides an ongoing, more complete picture of the student.
    - ➥ The student and teacher decide together which pieces of work to include in the portfolio, in order to display the student's best work.
    - ➥ Because they contain so much information, it is important to review the material in the portfolio regularly.
    - ➥ Narrative summary statements should be made regularly, at least every few months, after reviewing staff observational notes, student products, and material from parent and family members.
    - ➥ A systematic and ongoing record of the student's growth and development in the language area.
    - ➥ Example of a portfolio:
      - ⇉ Narrative Summary
        - ◗ Susana is quite advanced in English for a five-year-old child. Her pronunciation is still developing, but she speaks English fluently and loves to participate in activities with English-speaking children. She uses Spanish at home and her parents say that her Spanish is also developing well.
      - ⇉ Instructional Strategy
        - ◗ The staff decided to encourage Susana to be involved in dramatic plays to increase her English vocabulary. She usually chooses the dramatic play. The teacher knows she loves

playing house. The staff sets up a dramatic play area with house props. To assist in Susana's Spanish language development, the teacher also gives her mother, who is fluent in Spanish, some Spanish books to read with her at home.

- Observation
  - ➥ The richest source of information about the student's language.
  - ➥ A disadvantage of observations is that they require focused attention and are difficult to carry out while interacting with the student.
  - ➥ Includes:
    - ⇒ Rubrics,
    - ⇒ Open-ended anecdotal formats, and
    - ⇒ Checklists.
      - ◗ Specify student behaviors or products.
      - ◗ Observers check only the presence or absence of the behavior or product.
      - ◗ Are generally reliable and relatively easy to use.
      - ◗ Used over time, checklists can document the rate and degree of accomplishment within the curriculum.
  - ➥ Examples of an observation assessment:
    - ⇒ Pepe, four years old.
      - ◗ Context: Pepe was playing with his friend.
      - ◗ Observation: Pepe switches languages constantly and seems comfortable in both.
    - ⇒ Jimena, five years old.
      - ◗ Context: Jimena was playing house with two other children in the dramatic play area.
      - ◗ Observation: She was very talkative and engaged in Spanish, but when the other children switched to English, Maria stopped talking.
- Information from Parents and Family Members
  - ➥ Information about the student's language development can come from parents and other family members.
  - ➥ It is helpful to have specific questions to ask the parents about the student's language.
  - ➥ May validate observations from the classroom or provide more information about language development in a home language that is not used in the school, for example.

Note to Instructor: Material for this lecture was adapted from Barry McLaughlin; Antoinette Gesi Blanchard; Yuka Osanai, Assessing Language Development in Bilingual Preschool Children, NCBE Program Information Guide Series, Number 22, Summer (1995).

2.5 Lecture: Conducting Assessments

In order to catch students at their best, you need to become a careful observer and data collector. The following principles, based on Rudell and Rudell (1995) provide some guidelines:

- Assessment should be based on observations of students as they engage in authentic learning tasks.
- Assessment should tied directly to instructional goals and teaching.
- Assessment should be continuous, based on observations over a substantial period of time.
- Assessment should take into consideration the diversity of the student's culture, linguistic needs, and special needs.
- Assessment should be collaborative, providing opportunities for students to evaluate their own work.
- Assessment should be multidimensional, based on a variety of observations in a variety of situations, using a variety of instruments, if possible.
- Assessment should be based on current research and theory.

Prior to conducting an assessment, ask yourself:

- What do I want to know?
- How am I going to find it out?

Module C Handouts

Module C: Bilingual and English as a Second Language Instructional Settings

1. Recognize instructional methods used in bilingual education classrooms.

2. Recognize and demonstrate a variety of ways to assess learning and progress in language acquisition and development.

Current Approaches to Bilingual Education

- Concurrent Approach
  - ➥ The teacher presents segments of materials in each language, using constant alternation, acting as a "simultaneous interpreter."

- Preview-Review Approach
  - ➥ The teacher presents complete blocks of content in one language, then the other.
  - ➥ Especially useful when the curriculum materials and texts are available only in English.

- Alternate Day Approach
  - ➥ All instruction except first-language literacy and second-language development are alternated according to a day-to-day schedule. For example, instruction may be delivered in English on Monday, Spanish on Tuesday, English on Wednesday, and so on.
  - ➥ The teacher does not repeat lessons in translation, they continue the curriculum while alternating languages.

- Cooperative Learning Approach
  - ➥ The teacher uses a classroom management strategy that departs from traditional whole-class instructional formats, and opens up opportunities for first and second language development.
  - ➥ The class is divided into teams, whose members work together and rely on one another to learn concepts, solve problems, and complete projects.
  - ➥ Fosters positive interpersonal relations among students, enhances problem-solving skills, and increases and upgrades the amount of student-initiated talk in the classroom.

Current Approaches to Bilingual Education
(continued)

- Code-Switching Approach
  - The teacher uses both the first and second language as though they were part of a single "over-language," that is, mixed together in a natural way at all levels, whether in sentences, material segments, or content.
  - The teacher responds to what students understand, presenting and answering in either language as needed.
  - Various refinements can be incorporated, according to the teacher's professional judgment and interaction with ongoing language acquisition research.
  - Implies some degree of competence in the two languages, even if bilingual fluency is not yet stable.

Module C Transparencies

Module C: Bilingual and English as a Second Language Instructional Settings

The PARA Center

- *Recognize instructional methods used in bilingual education classrooms.*

- *Recognize and demonstrate a variety of ways to assess learning and progress in language acquisition and development.*

Early Approaches to Bilingual Education

- *Grammar Transition*

- *Audio-Lingual*

- *Total Physical Response (TPR)*

Current Approaches to Bilingual Education

- **Concurrent Approach**

- **Preview-Review Approach**

- **Alternate Day Approach**

- **Cooperative Learning Approach**

- **Code-Switching Approach**

Formal Assessments

The PAR'A Center

- *Language Proficiency Assessments*

- *Achievement Assessments*

- *Diagnostic Assessments*

Informal Assessment Methods

- *Tests Made by the Teacher*

- *Products of Classroom Activities*

- *Games*

- *Story Re-Telling*

- *Debates*

- *Journals*

- *Portfolios of Student Performance*

- *Observation*

- *Information from Parents and Family Members*